

Stages of Behavior Escalation (adopted from Colvin & Sugai, 1989)

Behavior Stage	Description of Stage	Area(s) of Focus for Staff	Intervention Tips
Calm	<ul style="list-style-type: none"> <li>Student is calm and cooperative</li> </ul>	<ul style="list-style-type: none"> <li>Focus on maintaining a clear, consistent environment and building rapport with the student</li> </ul>	<ul style="list-style-type: none"> <li>Only expect Ethan to work for periods of &lt;25 minutes.</li> <li>Give student feedback using the 4 to 1 ratio (4 positives for every 1 corrective/negative)</li> <li>Teach replacements for interfering behaviors</li> <li>Follow Prompt Protocol</li> </ul>
Trigger	<ul style="list-style-type: none"> <li>Student experiences unresolved conflicts that trigger behavior to escalate</li> </ul>	<ul style="list-style-type: none"> <li>Focus on prevention and redirecting the student's behavior</li> <li>Only use language from the prompt protocol</li> <li>RE-focus all communication back to the current task</li> </ul>	<ul style="list-style-type: none"> <li>Remove/adjust the trigger (if appropriate)</li> <li>Use behavioral momentum to shape behavior and reinforce small efforts</li> <li>Remind student of rewards</li> <li>Remind student to use his strategy binder to calm himself.</li> <li>Use non-confrontational non-verbal behavior</li> <li>Break down directions into smaller steps</li> <li>Use "start", instead of "stop" directions</li> <li>Provide reasonable options/choices</li> <li>Use "Speak and Retreat" prompting</li> <li>Set clear, reasonable, and enforceable limits</li> </ul>
Agitation	<ul style="list-style-type: none"> <li>Ethan becomes nonverbal.</li> <li>During this time he may communicate through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on reducing student anxiety and increasing predictability in the student's environment</li> <li>Suggest a self-directed break</li> <li>Continue to follow the prompt protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Use short phrases and allow processing time</li> <li>Maintain calmness and detachment</li> <li>Use active listening, reflection and restatement to clarify student's concerns and show you understand his/her feelings</li> <li><i>Remember this is not a teachable moment</i></li> </ul>
Acceleration	<ul style="list-style-type: none"> <li>Ethan will begin to crumple or tear apart his work.</li> <li>His physical demeanor changes into a defensive position with a strong outflow of frustration.</li> <li>He will begin to move or lift furniture.</li> <li>He will barricade himself under or behind the furniture or attempt to elope</li> </ul>	<ul style="list-style-type: none"> <li>Focus on maintaining a safe environment for yourself, the student in crisis and any observers.</li> <li>If he begins to be a danger to self or others and is not in the quiet room, the room will be evacuated and support staff will be called.</li> </ul>	<ul style="list-style-type: none"> <li>Isolate student by removing the audience</li> <li>Call for help/ staff witness if needed</li> <li>Don't threaten consequences now; discuss when the student is more rational – follow the processing procedure from the quiet room protocol</li> </ul>
Peak	<ul style="list-style-type: none"> <li>Ethan becomes verbally and/or physically aggressive.</li> <li>He may throw himself on the floor due to his overwhelming frustration.</li> <li>He becomes orally fixated and will chew on any available object.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on crisis intervention procedures to maintain a safe environment for student in crisis, self and observers</li> <li>Follow the quiet room protocol even if you are not using that room.</li> </ul>	<ul style="list-style-type: none"> <li>Allow Cool-Down time</li> <li>Make sure the student has regained control before proceeding; 5 minutes of calm, safe and quiet behavior must be observed</li> <li>Follow the Processing procedure in the quiet room protocol. Do not deviate from the script. This processing procedure should be quick and concise.</li> </ul>
De-Escalation	<ul style="list-style-type: none"> <li>During this time he will emotionally crash and become subdued. He may sleep.</li> <li>As he is crashing he will be more receptive to conversations that distract him.</li> <li><i>Ethan's behavior will go one of two ways at this time: he will either completely de-escalate and return to his schedule or he will re-escalate.</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on removing excess attention, helping student regain composure and demonstrating cooperation with neutral requests</li> </ul>	<ul style="list-style-type: none"> <li>Debrief</li> <li>Problem solve and develop a plan with the student for better future behavior</li> <li>Remember to document the incident/event</li> </ul>
Recovery	<ul style="list-style-type: none"> <li>Students may feel shame, sorrow, fear, or regret</li> <li>May not be able to verbalize feelings/details of outburst</li> </ul>	<ul style="list-style-type: none"> <li>Focus on debriefing/ problem solving then transitioning student back to academics using the quiet room protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Debrief</li> <li>Problem solve and develop a plan with the student for better future behavior</li> <li>Remember to document the incident/event</li> </ul>